

## The Hong Kong Polytechnic University

### Subject Description Form

*Please read the notes at the end of the table carefully before completing the form.*

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| <b>Subject Code</b>                                   | CLC1AN06P                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Subject Title</b>                                  | Mirrors of Life: Exploring Human Nature and Social Contexts in Classical Chinese Short Stories<br>鏡像：讀中國古典短篇小說中的人性與世情                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Credit Value</b>                                   | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Level</b>                                          | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Pre-requisite/<br/>Co-requisite/<br/>Exclusion</b> | Nil                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Objectives</b>                                     | <p>This subject views classical Chinese short stories not only as literary works but as a window into the essence of human nature and traditional society. By analysing narrative “discourse”—encompassing linguistic strategies, character construction, and thematic depth—students bridge the gap between ancient texts and contemporary reflections on life. The subject is structured around two thematic pillars: (1) The Inner World, which explores characters' psychological complexity, moral growth, and interpersonal ethics; and (2) The Outer World, which analyses social hierarchies, gender dynamics, and urban landscapes to foster a critical understanding of individual identity and community interactions.</p> <p>To support the thematic inquiry mentioned above, the subject employs an interdisciplinary Digital Humanities framework, integrating STEAM and Generative AI components for linguistic interpretation, textual analysis, and cultural studies. Rather than treating technology as an isolated skill, the subject guides students to leverage electronic databases, Natural Language Processing (NLP) tools, and AI-driven analysis as cognitive extensions to decode textual patterns, identify cultural entities, and provide a rational foundation for humanistic debate. From text mining to immersive Virtual Reality (VR), this technological integration transforms the study of classical literature into a dynamic, multi-sensory exploration of ancient life-forms and social practices.</p> <p>In summary, the subject aims to guide students to engage with classical Chinese short stories through innovative perspectives and methodologies. It seeks to evoke a profound resonance with the richness of ancient narratives and the complexities of traditional culture, while empowering students to evaluate the enduring issues and values that continue to shape the individual and the development of the contemporary world.</p> |

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| <b>Intended Learning Outcomes</b><br><i>(Note 1)</i>            | <p>Upon completion of the subject, students will be able to:</p> <p>(a) Identify the characteristics of the genre of classical Chinese fiction and describe the language strategies and literary techniques of representative works;</p> <p>(b) Analyse the complex dimensions of human nature, moral development, and social organizational dynamics as reflected in selected works;</p> <p>(c) Develop digital humanities skills and leverage scientific technology effectively in the pursuit of literary studies;</p> <p>(d) Develop creativity in textual interpretation, integrating visual and multimedia approaches to articulate textual insights;</p> <p>(e) Develop proficiency in written and spoken Chinese, digesting, organising and expressing complex ideas and critical thinking, as well as achieve the level of literacy in accordance with the “Chinese Writing and Reading Requirements”.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Subject Synopsis/ Indicative Syllabus</b><br><i>(Note 2)</i> | <p><b>Weeks 1-2</b><br/> <u>Introduction</u></p> <ul style="list-style-type: none"> <li>● Discourse Features</li> <li>● Narrative Voice, Human Desire and Social Authority</li> <li>● Structural Patterns, Identity Construction and Cultural Norms</li> </ul> <p><b>Weeks 3-4</b><br/> <u>Human Nature, Desire, and Self-Actualization</u></p> <ul style="list-style-type: none"> <li>● The Imagination and Construction of Deities</li> <li>● The Transformation of the Self in Supernatural Encounters</li> <li>● The Pursuit of Individual Temperament and Philosophical Freedom</li> <li>● Selected works from <i>The Classic of Mountains and Seas</i>, <i>Literature Records in Book of Han</i>, <i>Classics in Book of Sui</i>, <i>In Search of the Supernatural</i> and <i>A New Account of the Tales of the World</i> 《山海經》、《漢書·藝文志》、《隋書·經籍志》、《搜神記》、《世說新語》選篇</li> </ul> <p><b>Weeks 5-7</b><br/> <u>Relationship, Ethics, and Emotional Growth</u></p> <ul style="list-style-type: none"> <li>● Romance, Betrayal, and Moral Agency</li> <li>● Knight-errantry</li> <li>● Personal Honor vs. Social Justice</li> <li>● <i>Story of Yingying</i>, <i>The Man with the Curly Beard</i>, <i>The Governor of Nanke</i> and <i>Story of the Song of Everlasting Sorrow</i> 〈鶯鶯傳〉、〈虬髯客傳〉、〈南柯太守傳〉、〈長恨歌傳〉</li> </ul> <p><b>Weeks 8-10</b><br/> <u>Social Structures, Urban Life, and Diversity</u></p> <ul style="list-style-type: none"> <li>● Market Culture</li> <li>● Gender Roles and Family Organizations in Transition</li> <li>● The Mechanics of Retribution</li> </ul> |

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|                                                                  | <ul style="list-style-type: none"> <li>● Selected works from <i>Stories to Enlighten the World</i>, <i>Stories to Caution the World</i>, <i>Stories to Awaken the World</i> and <i>Amazing Tales</i> 《喻世明言·蔣興哥重會珍珠衫》、《警世通言·崔待詔生死冤家》、《醒世恆言·賣油郎獨佔花魁》、《初刻指案驚奇·第一卷轉運漢遇巧洞庭紅 波斯胡指破鼉龍殼》</li> </ul> <p><b>Weeks 11-12</b><br/> <u>Cultural Sustainability and Reflection</u></p> <ul style="list-style-type: none"> <li>● Ghost Stories as Social Critique</li> <li>● Power, Law, and Marginal Groups</li> <li>● Selected works from <i>Strange Tales from Liao Studio</i>, <i>What the Master Would Not Discuss</i> and <i>Notes of the Thatched Abode of Closed Observations</i> 《聊齋志異·狐諧》、《聊齋志異·促織》、《子不語·洗紫何車》、《閱微草堂筆記·京師世相》</li> </ul> <p><b>Week 13</b><br/> <u>Conclusion</u></p> <ul style="list-style-type: none"> <li>● Mirroring Ancient China</li> <li>● Tracing Cultural Imprints</li> <li>● Surveying the Literary Landscape</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>Teaching/Learning Methodology</b><br/> <i>(Note 3)</i></p> | <p>The subject adopts a Flipped Learning approach, integrating STEAM elements and Generative AI to transform the study of classical literature into an active, multi-sensory exploration. The teaching and learning activities are structured into three phases, designed to provide practical pathways for the successful completion of all assessment tasks:</p> <ol style="list-style-type: none"> <li>1. Pre-class Knowledge Acquisition and Guided Reading<br/>Students are required to preview assigned texts and multimedia resources. To ensure engagement, graded formative tasks are incorporated, providing students with immediate feedback on their understanding of author backgrounds and narrative theories. These materials form the conceptual framework for subsequent assessments.</li> <li>2. Online Peer Interaction and Checking Mechanism<br/>Serving as an interactive checking mechanism (the Written Review), students are required to pose critical questions regarding the discourse features of assigned texts and respond to peer inquiries. This digital dialogue enables the teacher to identify learning trends and misconceptions in a timely manner and provide personalized feedback, ensuring students develop the analytical skills required for high-level textual study.</li> <li>3. In-class Deep Learning and Digital Transformation <ul style="list-style-type: none"> <li>● Tutorials: Under the guidance of the tutor, students transform textual passages into visual representations for their Oral Presentation (Individual). Utilizing Generative AI and relationship mapping tools, students interpret character psychological development and social conflicts in a multi-sensory format.</li> </ul> </li> </ol> |

|                                                                                    | <ul style="list-style-type: none"><li>• Lectures: The lecturer and students integrate literary analysis with contemporary observations. Through AI-assisted "Distant Reading" (macro-analysis) and "Close Reading" (micro-analysis), students refine their understanding of "humanity and sociality" in classical fiction, laying a solid foundation for the synthesis required in the Oral Presentation (Group) and the final Term Paper.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                   |             |                                                                                |     |     |  |  |     |     |     |     |     |                                           |   |   |   |   |  |   |                                |    |   |   |   |  |   |                                   |    |   |   |  |   |   |                                |   |   |  |   |  |   |                               |    |   |   |   |   |   |       |     |  |  |  |  |  |
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| <b>Assessment Methods in Alignment with Intended Learning Outcomes</b><br>(Note 4) | <table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="5">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th></tr><tr><th>(a)</th><th>(b)</th><th>(c)</th><th>(d)</th><th>(e)</th></tr><tr><td>1. Pre-class Formative Tasks (Individual)</td><td>5</td><td>✓</td><td>✓</td><td>✓</td><td></td><td>✓</td></tr><tr><td>2. Oral Presentation (Group) *</td><td>20</td><td>✓</td><td>✓</td><td>✓</td><td></td><td>✓</td></tr><tr><td>3. Oral Presentation (Individual)</td><td>20</td><td>✓</td><td>✓</td><td></td><td>✓</td><td>✓</td></tr><tr><td>4. Written Review (Individual)</td><td>5</td><td>✓</td><td></td><td>✓</td><td></td><td>✓</td></tr><tr><td>5. Term Paper (Individual) *#</td><td>50</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Total</td><td>100</td><td colspan="5"></td></tr></table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol style="list-style-type: none"><li>1. Pre-class Formative Tasks (Individual) (5%): Students are required to complete formative tasks (e.g., quizzes) to motivate pre-class preparation and demonstrate their independent analytical skills for effective in-class literary learning;</li><li>2. Oral Presentation (Group) (Chinese Reading Requirement: 284 pages) (≤25 min./group) (20%): Students are required to conduct a book report in which they should provide an overview of basic information, a summary of the content, an introduction to the author's background, an analysis of the main ideas, an evaluation of the writing style, and an assessment of the impact of the selected story in an organised and expressive format that demonstrates their ability to read, summarise and present a classical literary work;</li><li>3. Oral Presentation (Individual) (≤5 min./student) (20%): Students are required to transform selected passages from the assigned text into visual representations, such as images, videos or interactive stories, and present the resulting work and provide</li></ol> | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) |     |     |  |  | (a) | (b) | (c) | (d) | (e) | 1. Pre-class Formative Tasks (Individual) | 5 | ✓ | ✓ | ✓ |  | ✓ | 2. Oral Presentation (Group) * | 20 | ✓ | ✓ | ✓ |  | ✓ | 3. Oral Presentation (Individual) | 20 | ✓ | ✓ |  | ✓ | ✓ | 4. Written Review (Individual) | 5 | ✓ |  | ✓ |  | ✓ | 5. Term Paper (Individual) *# | 50 | ✓ | ✓ | ✓ | ✓ | ✓ | Total | 100 |  |  |  |  |  |
| Specific assessment methods/tasks                                                  | % weighting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                   |             | Intended subject learning outcomes to be assessed (Please tick as appropriate) |     |     |  |  |     |     |     |     |     |                                           |   |   |   |   |  |   |                                |    |   |   |   |  |   |                                   |    |   |   |  |   |   |                                |   |   |  |   |  |   |                               |    |   |   |   |   |   |       |     |  |  |  |  |  |
|                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | (a)                               | (b)         | (c)                                                                            | (d) | (e) |  |  |     |     |     |     |     |                                           |   |   |   |   |  |   |                                |    |   |   |   |  |   |                                   |    |   |   |  |   |   |                                |   |   |  |   |  |   |                               |    |   |   |   |   |   |       |     |  |  |  |  |  |
| 1. Pre-class Formative Tasks (Individual)                                          | 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | ✓                                 | ✓           | ✓                                                                              |     | ✓   |  |  |     |     |     |     |     |                                           |   |   |   |   |  |   |                                |    |   |   |   |  |   |                                   |    |   |   |  |   |   |                                |   |   |  |   |  |   |                               |    |   |   |   |   |   |       |     |  |  |  |  |  |
| 2. Oral Presentation (Group) *                                                     | 20                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | ✓                                 | ✓           | ✓                                                                              |     | ✓   |  |  |     |     |     |     |     |                                           |   |   |   |   |  |   |                                |    |   |   |   |  |   |                                   |    |   |   |  |   |   |                                |   |   |  |   |  |   |                               |    |   |   |   |   |   |       |     |  |  |  |  |  |
| 3. Oral Presentation (Individual)                                                  | 20                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | ✓                                 | ✓           |                                                                                | ✓   | ✓   |  |  |     |     |     |     |     |                                           |   |   |   |   |  |   |                                |    |   |   |   |  |   |                                   |    |   |   |  |   |   |                                |   |   |  |   |  |   |                               |    |   |   |   |   |   |       |     |  |  |  |  |  |
| 4. Written Review (Individual)                                                     | 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | ✓                                 |             | ✓                                                                              |     | ✓   |  |  |     |     |     |     |     |                                           |   |   |   |   |  |   |                                |    |   |   |   |  |   |                                   |    |   |   |  |   |   |                                |   |   |  |   |  |   |                               |    |   |   |   |   |   |       |     |  |  |  |  |  |
| 5. Term Paper (Individual) *#                                                      | 50                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | ✓                                 | ✓           | ✓                                                                              | ✓   | ✓   |  |  |     |     |     |     |     |                                           |   |   |   |   |  |   |                                |    |   |   |   |  |   |                                   |    |   |   |  |   |   |                                |   |   |  |   |  |   |                               |    |   |   |   |   |   |       |     |  |  |  |  |  |
| Total                                                                              | 100                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                   |             |                                                                                |     |     |  |  |     |     |     |     |     |                                           |   |   |   |   |  |   |                                |    |   |   |   |  |   |                                   |    |   |   |  |   |   |                                |   |   |  |   |  |   |                               |    |   |   |   |   |   |       |     |  |  |  |  |  |

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|                                      | <p>an explanation of the rationale and principles that informed its creation. This is to assess their ability to interpret a character's psychological development or a specific social organizational conflict in a classical literary work;</p> <p>4. Written Review (Individual) (5%): Students are required to ask question(s) about the discourse features of an assigned text and respond to question(s) from other students to demonstrate their ability to identify, analyse and respond to classical literary language;</p> <p>5. Term Paper (Individual) (Chinese Reading Requirement: 284 pages) (Chinese Writing Requirement: 2,000 - 3,000 characters) (50%, 10% to be conducted by CLC language instructors): Students are required to synthesise literary analysis with humanity and sociality. This is to assess students' overall ability to engage in textual study and cultural reflection.</p> <p>* for the fulfilment of Chinese Reading Requirement<br/>To familiarize students with theme and motif, as well as writing strategies and methods of the selected story for their oral presentation and term paper, students are required to read 284 pages of texts, which are listed in the reading list below.</p> <p># for the fulfilment of Chinese Writing Requirement<br/>2 drafts of the term paper should be submitted to CLC language instructors who will support students' writing process by providing feedback and marking on word choice, sentence structure and writing style of their work. Students must obtain a D or above on the term paper to pass the subject.</p> <p>Students may use generative AI in assessments unless otherwise instructed. All submitted work must be authentic and properly referenced, including any AI-generated materials. Academic integrity policies apply. To uphold these standards, departments and subject teachers have the discretion to require students to make an honour declaration for the authenticity of their work.</p> |                 |
| <b>Student Study Effort Expected</b> | Class contact:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                 |
|                                      | ● Lectures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 26 Hrs.         |
|                                      | ● Tutorials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 13 Hrs.         |
|                                      | Other student study effort:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                 |
|                                      | ● Pre-class Reading, Quizzes and Reflections                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 26 Hrs.         |
|                                      | ● Group Presentation (Preparation and Review)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 15 Hrs.         |
|                                      | ● Individual Presentation (Preparation and Review)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 15 Hrs.         |
|                                      | ● Written Review                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 5 Hrs.          |
|                                      | ● Paper Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 30 Hrs.         |
|                                      | <i>Total student study effort</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <i>130 Hrs.</i> |

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| <p><b>Reading List and References</b></p> | <p><b>Required Reading List</b></p> <ol style="list-style-type: none"> <li>1. 魯迅：《中國小說史略》，新北：新視野 New Vision，2014 年。(Chinese Reading Requirement: pp. 3-286)</li> </ol> <p><b>References</b></p> <p><i>Theories, Texts and Analyses</i></p> <ol style="list-style-type: none"> <li>1. Amia Lieblich, Rivka Tuval-Mashiach, Tamar Zilber. <i>Narrative Research: Reading, Analysis, and Interpretation</i>. California: SAGE Publications, Inc, 1998. / Amia Lieblich, Rivka Tuval-Mashiach, Tamar Zilber 著，吳芝儀譯：《敘事研究：閱讀、詮釋與分析》，台北：濤石文化事業有限公司，2007 年。</li> <li>2. Gérard Genette. 著，王文融譯：《敘事話語 新敘事話語》，北京：中國社會科學出版社，1990 年。</li> <li>3. Karl K. Y. Kao. <i>Classical Chinese Tales of the Supernatural and the Fantastic (Chinese Literature in Translation)</i>. Bloomington: Indiana University Press, 1985.</li> <li>4. Mieke Bal. <i>Narratology: Introduction to the Theory of Narrative</i>. Toronto: University of Toronto Press, 1997. / 米克·巴爾著，譚君強譯：《敘事學：敘事理論導論》，北京：北京師範大學出版社，2015 年。</li> <li>5. Roland Barthes. <i>S/Z: An Essay</i>. New York: Hill and Wang, 1975. / 羅蘭·巴特著，屠友祥譯：《S/Z：羅蘭·巴特文選》，上海：上海人民出版社，2016 年。</li> <li>6. Stephen Owen. <i>The End of the Chinese 'Middle Ages': Essays in Mid-Tang Literary Culture</i>. California: Stanford University Press, 1996. / 宇文所安著，陳引馳、陳磊譯：《中國（中世紀）的終結——中唐文學文化論集》，台北：聯經出版公司，2007 年。</li> <li>7. Wayne C. Booth. <i>The Rhetoric of Fiction</i>. Chicago: University of Chicago Press, 1983. / 韋恩·布斯：《小說修辭學》，北京：聯合出版公司，2017 年。</li> <li>8. Y. W. Ma and Joseph S. M. Lau. <i>Traditional Chinese Stories: Themes and Variations</i>. New York: Columbia University Press, 1978.</li> <li>9. 吳士余：《中國古典小說的文學敘事》，上海：上海古籍出版社，2007 年。</li> <li>10. 吳禮權：《古典小說篇章結構修辭史》，台北：商務印書館，2005 年。</li> <li>11. 徐志平：《中國古典短篇小說選注》，台北：洪葉文化事業，2007 年。</li> <li>12. 林辰：《神怪小說史》，杭州：浙江古籍出版社，1998 年。</li> <li>13. 楊義：《中國古典小說史論》，北京：中國社會科學出版社，2004 年。</li> <li>14. 樂蘅軍：《意志與命運——中國古典小說世界觀綜論》，台北：國立台灣大學出版中心，2021 年。</li> <li>15. 石昌渝：《亂世中小說的千姿百態：從〈豆棚閒話〉到〈聊齋志異〉，從超脫俗世的諷喻到神異虛幻的追求》，台北：崧燁文化，2022 年。</li> </ol> |
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24. 黃東陽：《世俗的神聖：古典小說中的宗教及文化論述》，台北：台灣學生書局，2011年。
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26. 齊裕焜：《中國古代小說演變史》，北京：人民大學出版社，2015年。
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#### Databases and Tools

1. AI 太炎  
<https://t.shenshen.wiki/>
2. AntConc  
<https://www.laurenceanthony.net/software/antconc/>
3. ChatGPT  
<https://openai.com/chatgpt/>
4. CORPRO 庫博中文獨立語料庫分析工具  
<http://nlp.cse.ntou.edu.tw/CORPRO/>
5. DocuSky 數位人文學術研究平台  
<https://docusky.org.tw/DocuSky/home/>
6. MARKUS  
<https://dh.chinese-empires.eu/markus/>
7. MDBG Chinese Dictionary  
<https://www.mdbg.net/chinese/dictionary>
8. NVivio  
<https://lumivero.com/>
9. Pleco Chinese Dictionary  
<https://www.pleco.com/>
10. Tableau  
<https://www.tableau.com/zh-tw>
11. Voyant Tools  
<https://voyant-tools.org/>

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|  | 12. 文言 (wenyan-lang)<br><a href="https://wy-lang.org/">https://wy-lang.org/</a><br>13. 中央研究院文字辨識與校對平台<br><a href="https://ocr.ascdc.tw/">https://ocr.ascdc.tw/</a><br>14. 中國哲學書電子化計劃 (Chinese Text Project)<br><a href="https://ctext.org/zh">https://ctext.org/zh</a><br>15. 文淵閣四庫全書電子版 (Siku Quanshu Wenyuange Edition)<br><a href="http://skqs.com">skqs.com</a><br>16. 古籍酷 AI 服務 (GJ.cool)<br><a href="https://ocr.gj.cool/">https://ocr.gj.cool/</a><br>17. 吾與點古籍自動整理系統<br><a href="http://wyd.pkudh.xyz/#/AutomaticDu">http://wyd.pkudh.xyz/#/AutomaticDu</a><br>18. 新語絲電子文庫 (New Threads Electronic Library)<br><a href="http://www.cckf.org.tw/zh/sino/00165">http://www.cckf.org.tw/zh/sino/00165</a><br>19. 漢籍全文資料庫 (Scripta Sinica Database)<br><a href="http://hanchi.ihp.sinica.edu.tw">hanchi.ihp.sinica.edu.tw</a><br>20. 識典古籍<br><a href="https://www.shidianguji.com/">https://www.shidianguji.com/</a> |
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon subject completion. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time, overcrowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

(Form AR 140) 8.2020